

OTE 81-3516

30 JUL 1981

DATA RECOVERY

FILE: Training - 6

MEMORANDUM FOR: Federal Women's Program Manager

VIA: Deputy Director for Administration
Director, Equal Employment Opportunity

FROM:
Director of Training and Education

SUBJECT: A Proposed Training Course, Women and Leadership

REFERENCE: Memorandum to DTE from FWPM, dated 16 July 1981, same subject

1. The Office of Training and Education has considered the proposal for a course entitled Women and Leadership. While the proposal makes many salient points, it is felt that training programs currently offered and under development in OTE, along with support for external training requests, substantially address the needs you identified. In addition, the development of a course with these objectives causes this Office some concern relative to a balanced and equitable management training program. Outlined in the following paragraphs are the reasons for our reluctance to support this proposal.

2. The following Agency training efforts are designed to address many of the concerns you cited:

a. The newly-developed Human Relations and Management (HR&M) Course, jointly conducted by OTE and OSEO, has as two of its objectives:

(1) Identify, understand, and critically assess self-perceptions and the perceptions of those who are culturally different as a vital factor in the effective and equitable management of the Agency's human resources.

(2) Understand the influence of cultural differences and attitudes on interpersonal and managerial relationships and efficiency.

HR&M has been well received by four groups of Agency managers, including a number of women. It has been perceived as accomplishing its objectives by these students.

b. All Management and Administrative Training courses are open to eligible employees on an equal opportunity basis. Our experience, based on feedback from students, suggests that they have profited by the courses being composed of a mix of individuals.

c. On a case-by-case basis, a number of women managers have been sponsored financially to attend external courses designed for women managers.

3. Concerns generated by this proposal primarily involve the implications of a course designed for a unique sub-group of the Agency population. Of major significance are the following issues:

a. A course designed strictly for women removes the opportunity for comparing and contrasting a wide variety of issues, including differing personalities, managerial styles, and decisionmaking strategies. The opportunity to explore these differences is a key factor in the success and utility of currently conducted management courses, and is a specific objective of the HR&M course.

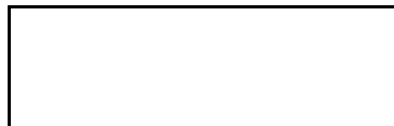
b. OTE feels it is essential to the development of effective Agency managers that students have the opportunity to see, hear, and experience the same information and training. A separate course for women would, at best, detract from that objective.

c. A separate course for women appears discriminatory in that it would allow for developmental opportunities denied a large segment of the Agency population.

d. The course critiques of a number of women who have attended similar courses outside the Agency, have been reviewed. Several of these students felt that internal courses better prepared women to assume managerial positions and that the absence of men did not allow for a balanced perspective.

SUBJECT: A Proposed Training Course, Women and Leadership

4. The outcomes you wish to achieve as outlined in the proposal are laudable. In reaching our decision, OTE sampled the views of several managers and instructors, including women. While developing a separate course does not appear appropriate at this time, additional segments in currently-conducted programs may offer opportunities to further explore this important organizational issue. OTE is now in the process of developing or redesigning several courses. Where this subject can be addressed, it is hoped we can call upon your staff to aid in curriculum design.



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Distribution:

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16 July 1981

MEMORANDUM FOR: Director of Training and Education

THROUGH: Director, Equal Employment Opportunity *OW*

FROM: Federal Women's Program Manager

SUBJECT: A Proposed Training Course, Women and Leadership

1. The development of women for management positions is a major objective of the Federal Women's Program. Therefore, in August 1980, I tasked the CIA Federal Women's Program Board to assess the executive development needs of women. The Board responded with a recommendation that the Agency conduct special career development programs for women.

2. Upon consideration of the Board's recommendation, I propose a specific course, Women and Leadership, designed to increase the managerial effectiveness of women by addressing those problems peculiar to women. I forward this proposal to you with the recommendation that it be incorporated into the management curriculum of the Office of Training and Education.

3. I look forward to discussing with you at your earliest convenience the planning and implementation of this essential course.

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Attachment:
As stated

13 May 1981

STAT MEMORANDUM FOR: [REDACTED]
CIA Federal Women's Program Manager

STAT FROM : [REDACTED]
Chairman, Federal Women's Program Board

SUBJECT : Executive Career Development for Women in the CIA

1. Problem Statement: The Agency's commitment to career development for women cannot be achieved without the establishment of development programs especially tailored to address the unique problems women face in competing within an almost exclusively male dominated professional environment.

2. Recommendation: The Federal Women's Program Board recommends that OTE be directed to prepare career development programs for women which address the unique problems faced by women within CIA. The expertise necessary to develop these programs does not presently exist within CIA and will have to be obtained from outside sources.

STAT 3. Background: Although the Agency employs large numbers of women [REDACTED] the Agency work force), relatively very few have reached senior executive positions within the Agency. As of January 1981 there were only eleven women in the Senior Intelligence Service. It is not likely that women in the near future will achieve proportionality within the SIS, but eleven is far too few and is evidence of the institutional discrimination against women which exists within the Agency. CIA is dominated by men. Male values have become incorporated into the warp and woof of the organization. The reality of male dominance is apparent to every woman working within the Agency. This reality subtly colors her views of what is an acceptable role for women and how she must accommodate this role. For women to compete in this environment it is necessary to provide them with the leadership styles appropriate to a male dominated environment. This can best be achieved in programs tailored to women's needs. The cost of developing these programs is indeed modest when compared against the potential value to the Agency.

It is clearly within the best interests of the Agency to develop its people so that they can achieve their maximum professional and personal

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SUBJECT: Executive Career Development for Women in the CIA

potential. It is the stated objective of the Agency to do so. Yet this has not occurred and is not likely to occur in the future unless the Agency takes specific steps in this career development program to overcome the societal biases which have discriminated against women at the executive levels of both business and government.



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A PROPOSAL FOR A TRAINING COURSE,
WOMEN AND LEADERSHIP

Submitted by

Federal Women's Program Manager
15 July 1981

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A PROPOSAL FOR A CIA SPONSORED TRAINING COURSE,
WOMEN AND LEADERSHIP

Problem Statement

A major concern in CIA is the paucity of women in supervisory and management positions, and in the Senior Intelligence Service. The development of women to compete for leadership positions is therefore a priority objective of the Agency's Federal Women's Program. One vital factor not addressed in current Agency leadership training available to women is the assessment of personal and institutional barriers which can impact on the effectiveness of a woman in a leadership role, simply because she is a woman.

Recommendation

The Office of Training and Education shall provide training to assist women managers to:

1. Identify and examine both personal and institutional barriers and impediments to effective leadership.
2. Develop techniques for increasing leadership and managerial effectiveness.

Background

STAT In CIA, women now comprise of the professional workforce, of supervisors GS-13 and above and of the SIS. This low ratio of women in management is not unique to CIA. Despite a dramatic increase in the numbers of professional women, relatively few rise to management positions in Federal agencies or in private industry. Numerous class action suits filed against employers cite as evidence of "institutional discrimination", the statistical pattern of large numbers of women employees but few women managers. CIA is no exception. A class action suit has been filed on behalf of professional women in NFAC. As a result of class action suits, the Federal courts have ordered employers, as a part of the settlement, to institute special development programs for women managers. Other organizations have, on their own, recognized the need and developed management training tailored to women, for example, the Department of Transportation. The American Management Association, universities and women's professional associations offer training which addresses the unique problems of women in management. The concept is no longer new or innovative. STAT

Three major obstacles cause the paucity of women managers: the first is the system by which employees are selected and developed for supervisory assignments; the second is the perceptions and attitudes of those who make selections for leadership roles (The Agency's Human Relations and Management course addresses this factor); the third factor - - women themselves - - is the subject of this proposal.

Barriers to Effective Female Management

In addition to the task of acquiring the credentials of education and experience for management assignments, women must often overcome both institutional and personal barriers. Institutional barriers involve the attitudes and behaviors of supervisors, co-workers and subordinates toward women in leadership roles. Personal barriers involve the view many women have of themselves and their capabilities, and can also include self-limiting behaviors which result from encounters with institutional obstacles.

These barriers tend to have an adverse effect on the self-image developed by women and on what women tend to see as an "acceptable" role in an organization. As a result, it is not unusual for women to think in terms of support roles. Some turn down management assignments, others aspire to staff or administrative jobs rather than a leadership position. Furthermore, the typical socialization of women does not often provide the experiences while growing up which enable them to operate comfortably and effectively in the culture of a male-dominated organization. In fact, the lifelong socialization of women de-emphasizes the very characteristics that are necessary for success in the competitive environment of management.

To illustrate the impact of these various barriers on women, a few pertinent studies are worth mentioning. The noted management author, Douglas McGregor, describes the model of a manager in our society as masculine, possessing the characteristics culturally desirable in men. These same "managerial qualities" may be culturally less acceptable in women.¹

Rosabeth Kantor discusses the effects of numbers in the workforce composition on the minority member:

"This position as "token" accounts for many of the difficulties such numerically scarce people face in fitting in, gaining peer acceptance and behaving "naturally". The existence of tokens encourages social segregation and stereotyping and may lead the person in that position to overcompensate through either overachievement or hiding successes or to turn against people of his or her own kind. Thus, numbers - proportional representation - are important not only because they symbolize the presence or absence of discrimination but also because they have real consequences for performance."²

This theme is also explored in a study by Wolman and Frank on the behavior of both sexes when a solo woman becomes a member of a professional peer group. They conclude that groups tend to isolate the woman or keep the group in conflict with her, resulting in a loss of group productivity and forcing the woman into deviant behavior.³

Hennig and Jardim conclude that in-depth competence in their chosen field has traditionally been one of women's outstanding strengths, but competence as a manager requires understanding and skill at working in and with the informal system of organizational relationships, a skill which many women have not yet achieved.⁴

Pierce states that because of the subtleness of the elements in both institutional and personal barriers, many women are not aware of how they are reacting. The resulting behaviors may be limiting her in many ways she doesn't understand or perceive, keeping her from fully utilizing her own potential.⁵

A study by the American Management Association showed that most managers perceive a limited number of women qualified for management development.⁶ The study concludes that the principal development needs of women in management include self-confident attitudes:

- Individual self-awareness and a positive self-image of the woman as a manager.
- Confidence in one's own abilities, and the ability to inspire confidence in others.
- An assertive posture
- Assumption of leadership roles

Justification

Not all women need assistance in rising to senior leadership positions. Some have and will continue to advance. It would be stereotyping to assume that all women managers need assistance. Nevertheless, women remain a large untapped source of managerial talent. The opportunities for women to move into positions of leadership within the Agency are greater than ever before. The pool of professional women with expertise, competency, and potential for leadership is larger than ever.

The challenge for the Agency is to further develop this potential. A tangible first step is the proposed course, Women and Leadership, designed to fill in the gaps in the experiences of women as leaders and to increase their personal and organizational effectiveness. This course would indeed enable the Agency to more fully utilize and develop the skills and talents of its female population and to increase management effectiveness.

Course Elements

The elements which contribute to the effectiveness of a course such as Women and Leadership are: 1) a concentration on techniques to overcome the unique problems which face women in leadership positions; 2) instructors who are trained facilitators, with strong backgrounds in organizational behavior, psychology and women; 3) a design which combines lectures and experiential training; 4) a mechanism to provide feedback to participants on leadership style as perceived by others.

REFERENCES

1. Douglas McGregor, The Professional Manager (New York: McGraw-hill, 1967), p.213
2. Rosabeth Moss Kantor, Men and Women of the Corporation (New York: Basic Books, 1977), p.6.
3. Carol Wolman and Hal Frank, "The Solo Woman in a Professional Peer Group," American Journal of Orthopsychiatry 45, no. 1 (1975): 170.
4. Margaret Hennig and Anne Jardim, The Managerial Woman (New York: Anchor Press, 1977), p. xiv.
5. Carol Pierce, "Women's Personal Issues, a Beginning Look at Some Behavior Patterns in Women Due to Sterotyping," 1974. p.1.
6. Martha G. Burrow, Developing Women Managers: What Needs to Be Done. (New York; American Management Association, 1977), p.4.

WOMEN AND LEADERSHIP

A Suggested Course Outline

Course Objectives

Women in leadership roles often face obstacles to success as a result of the way they view and are viewed by their organizations. The challenge for women is to understand and overcome organizational and personal barriers to achievement. This course will assist the participant to identify and examine barriers to effective leadership and to explore and develop techniques and strategies for increasing managerial effectiveness, with special emphasis on those issues unique to women in management. Participants will:

Gain insight into their own leadership style

Identify interpersonal barriers which may be impeding effectiveness

Learn strategies for strengthening managerial effectiveness

Learn methods to deal with stresses of sex-role conflicts

Target Audience

This course is designed for women new to supervision or management or just a few years into a management career.

Suggested Content

1. Traditional female values and organizational norms

- * Relationship of personal goals and expectations to those of the organization
- * Cooperation and competition
- * Teamwork
- * Power

2. Effective relationships in the organization

- * Authority
- * Peer relationships
- * Boss - subordinate relationships
- * Male - female relationships
- * Female - female relationships

3. Leadership style

- * Conflict resolution
- * Assertive communication
- * Team building and leading
- * Creating the managerial image
- * "Women" strengths
- * Ability to influence and inspire confidence in others

4. Resource Development

- * The informal system
- * Mentors and sponsors
- * Networks
- * Support systems

5. Sex-role stresses

- * Isolation (the solo woman)
- * Exclusion
- * Social interaction dilemmas, travel
- * Sexual harassment
- * Juggling personal and organizational life